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ABSTRACT

This paper presents the proactive steps taken by Idaho State University to address accountability in teacher education. The university addressed accountability mandates and new accreditation standards through a Web site (http://www.ed.isu.edu) that includes electronic documents providing evidence of meeting National Council for the Accreditation of Teacher Education (NCATE) 2000 and state standards. Through this Web site, the college makes visible the quality of its candidates, the richness of its educator preparation program, and its methods for assessing and documenting candidate performance relative to national, state, and institutional standards. Major aspects of the college's use of technology to support accreditation include: creating an infrastructure to ensure adequate expertise and resources; developing electronic exhibits; organizing accreditation events; aligning standards, program components, and assessments; collecting, analyzing, and storing data; and reporting assessment results for program improvement and accountability. Attached are a guide to the electronic exhibits and an index of electronic evidence. (SM)

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Creating Meaningful Accountability through Web-Based Electronic NCATE Exhibits.

Stephanie Salzman
Chuck Zimmerly

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Creating Meaningful Accountability through Web-Based Electronic NCATE Exhibits

Stephanie Salzman
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Idaho State University

Over the last decade accountability in teacher education has emerged as a profound national priority. This priority demands greater accountability for teacher preparation programs through assessments that demonstrate the impact of graduates on PK-12 student learning (Darling-Hammond & Loewenberg, 1997) and more rigorous accreditation standards (NCATE, 2000). Adding greater complexity to this priority are the state and national mandates for colleges of education to address new academic standards for PK-12 students and to prepare individuals to teach in diverse classrooms and to integrate technology into teaching and learning.

These heightened national and state mandates for accountability create new roles and responsibilities for teacher education institutions including the creation of systemwide assessment systems linking candidate performance to student learning, integrating technology and diversity intro program course work and field experiences, and documenting institutional performance relative to accreditation standards. As noted by the American Association of Colleges for Teacher Education (2001), educator preparation programs often find it difficult to respond proactively because of the extremely complex challenge of preparing new educators.

This paper presents the proactive steps taken by Idaho State University to address accountability through documentation of meeting NCATE 2000 standards via web-based electronic exhibits. For any teacher education institution seeking accreditation, NCATE review and state program approval represent major accountability tasks. The accreditation process is a thorough, comprehensive examination of the institution's performance relative to rigorous

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standards addressing the unit's conceptual framework, assessment system, program components, faculty qualifications and performance, governance, and resources. Moreover, institutions are expected to provide documentation of the impact of their candidates and graduates on PK-12 students and the institution's use of assessment data for program improvement. At Idaho State University, we have addressed these accountability mandates and new accreditation standards through development and maintenance of an accreditation website [**http://ed.isu.edu**] comprised of electronic documents providing evidence of meeting NCATE and state standards.

Through our accreditation website, we expanded our use of electronic exhibits beyond fulfilling the requirements for accreditation to demonstrating accountability for a coherent mission inclusive of all educators. Our accreditation website makes visible the quality of our candidates, the richness of our educator preparation programs, and our methods for assessing and documenting candidate performance relative to national, state, and institutional standards. The conversion of our traditional document room to a dynamic electronic documentation and data management system has enabled university officials, faculty, other units on campus, and our partners in PK-12 schools instant and continual access to accreditation documentation and candidate performance data. Because the information is instantly accessible to all partners, data-based decisions for program approval have become part of our mission and the structure in which we and our partners do our work. Major aspects of our use of technology for the support of accreditation include (1) creating an infrastructure to ensure adequate expertise and resources; (2) developing the electronic exhibits; (3) organizing accreditation events; (4) aligning standards, program components, and assessments; (5) collecting, analyzing, and storing data; and (6) reporting assessment results for program improvement and accountability.

Creating an Infrastructure and Resources. Development of a web-based electronic accreditation website demands an infrastructure that includes a multi-disciplinary team, formal mechanisms for involving administrators and faculty in providing evidence, and technology resources including a server and multimedia software. Because the development of our accreditation website was a multimedia event requiring the skills of instructional design, multimedia authoring, content development, and graphics, we formed an "accreditation website team" to manage the work. Comprised of the Associate Dean, a technology specialist, and a secretarial support person, the team established a clear vision and structure for the website, worked with faculty to develop and accumulate the documents and exhibits, designed the website, and completed the multimedia authoring. Technology resource requirements included a large-capacity server and multimedia authoring software.

An essential component of the development of our accreditation website was our use of an instructional design model (Kemp, Morrison, & Ross, 1999) as a planning framework. Through this model, we identified the purpose of the website, examined the needs of the BOE and state review team members, identified subject content, analyzed task components related to the purpose of the website, and sequenced the content in a logical manner. Consistent with the instructional design model, we also designed the format for an organized and clear presentation of documentation and developed evaluation instruments to assess the usability and usefulness of the accreditation website. Once the planning and design phases were completed, we began the process of developing the electronic exhibits presented through the website.

Developing the Electronic Exhibits. Our accreditation website is comprised of 137 separate documents providing evidence of meeting NCATE standards and 37 documents

providing evidence of meeting state standards. Organized by NCATE and state standards and elements, the electronic exhibits consist of a series of selection menus and Portable Document Format (PDFs) that can be viewed or printed in hard copy. The PDF documents provide the evidence relative to each of the elements of the NCATE standards and the state program approval standards. For example, relative to NCATE *Standard 2. Assessment System and Unit Evaluation*, documents are organized by the elements of the standard (e.g., Assessment System; Data Collection, Analysis, and Evaluation; and Use of Data for Program Improvement). With the electronic exhibits organized by NCATE and state standards, the BOE and state team members can navigate quickly, in four or less clicks, to retrieve evidence relative to a specific standard or standard element in PDF format. Each page of the website contains an accreditation banner with the College of Education conceptual framework logo, an appropriate title indicating the standard and its elements, a series of selections, and a brief description of content. Our accreditation website differs from other accreditation websites currently available on the Internet in that our electronic exhibits can be accessed in two ways: (1) links from the standards and (2) hot links embedded in the institutional report.

Organizing Accreditation Events. In addition to providing links to evidence relative to NCATE and state standards, our accreditation website serves as a mechanism for organizing accreditation events. An essential component of the website is the link to the site visit schedule and visit guide. The guide lists all of the off-campus and school visits and meetings scheduled for the visit along with lists of participants and descriptions of schools visited by the NCATE BOE and state program approval teams. We have structured the visit guide in such a way that lists of interview participants can be directly downloaded by team members as they prepare their

final reports. The posting of the visit schedule on the accreditation website also serves as an easily accessible reference for college and university personnel and our PK-12 student partners.

Aligning Standards, Program Components, and Assessments. Our accreditation website provides the mechanism through which we collaborate with our partners in other units on campus responsible for the preparation of teachers and other school personnel. For example, to begin the work of creating our accreditation website, we posted both the NCATE and state standards along with a format for developing documents showing the alignment between national, state, and institutional standards, program components, and assessments. Units across campus then developed alignment documents that were posted on the website for all to review. We used this same process to develop assessment plans and summary documents showing where in each program the NCATE standards relative to field experiences and diversity are addressed.

Collecting, Analyzing, and Storing Data. The accreditation website also provides the mechanism through which data from our program assessment systems are regularly and systematically compiled, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. Our accreditation website links to tracking databases that serve as critical aspects of our data management processes. Through our tracking databases, we manage data on candidate performance; track candidate progress relative to program admission, retention, and graduation requirements; and conduct data analyses to prepare summary reports for internal and public dissemination. Through the functions of collecting, analyzing, storing, and reporting data, the accreditation website expands accreditation into a continuing self-study process that, as noted by Samaras et al. (1998), is "essential to improving the status of the profession" (p. 14).

Reporting Assessment Results for Program Improvement and Accountability. Through the posting of summary reports of assessment results on the accreditation website, we and our partners can continuously and systematically reflect on candidate performance data. This immediate and ongoing availability of data and information about candidate performance and program quality provide the infrastructure through which we share accountability responsibilities with other units on campus and our PK-12 school partners.

The process of designing and maintaining the accreditation website brought our educator preparation programs, other units in the institution, and our school partners together to support a seamless comprehensive educator preparation model. Moreover, the development and implementation of web-based electronic exhibits and the concomitant dedication of resources, research, and time represent our commitment to being publicly accountable for the preparation of quality educators who support the learning and well-being of all students.

References

Darling-Hammond, L., & Lowenberg, D. (1997). *Teaching higher standards: What policy makers need to know and be able to do.* [Online]. www.negp.gov/Reports/highstds.htm/

Kemp, J., Morrison, G., & Ross, S. (1999). *Designing effective instruction.* New York: John Wiley & Sons.

National Council for the Accreditation of Teacher Education. (2000). *Professional standards for the accreditation of schools, colleges, and departments of education.* Washington, DC: Author.

Samaras, A., Francis, S., Holt, Y., Jones, T., Martin, D., Thompson, J., & Tom, A. (1998). *How to succeed in a joint state-NCATE review.* Washington, DC: NCATE.

Idaho State University College of Education

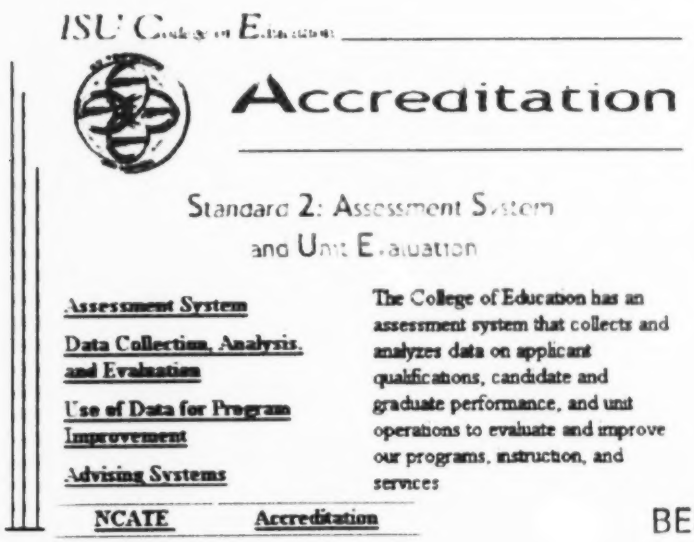
Guide to Electronic Exhibits
http://ed.isu.edu

Our exhibits for continuing accreditation are comprised of both electronic exhibits accessed via the Internet and supporting printed documents. Both types of evidence are available in hard copy to the BOE and the state program approval team in the Evidence Room in the College of Education. **While the electronic exhibits represent the major portion of evidence relative to the NCATE and state standards, critical documents are found in the Exhibit Room only.** This document serves as a guide to accessing and using the electronic exhibits.

Organization of Electronic Exhibits

Organized by NCATE and state standards and elements, the electronic exhibits consist of a series of selection menus and Portable Document Files (PDFs) that can be viewed or printed in hard copy. The PDF documents provide evidence relative to each of the elements of the NCATE standards and the state program approval standards.

With the electronic exhibits organized by NCATE and state standards, the reviewers can navigate quickly, in four or less clicks, to retrieve evidence relative to a specific standard or standard element in PDF format. The reviewer may return to any level of the electronic exhibits by closing the PDF and selecting the desired point of return from the yellow navigation bar at the bottom of every page. All links are designated by blue underlined print. As shown in the example page below, each page contains an accreditation banner with the College of Education conceptual framework logo, an appropriate title indicating the standard and its elements, a series of selections, and a brief description of content.


ISU College of Education

Accreditation

Standard 2: Assessment System and Unit Evaluation

Assessment System

Data Collection, Analysis, and Evaluation

Use of Data for Program Improvement

Advising Systems

The College of Education has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve our programs, instruction, and services

NCATE Accreditation

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Navigation of Electronic Exhibits

Navigation of the electronic exhibits is from general (the Accreditation Main Menu) to specific evidence relative to the standards and standard elements (PDF documents). Navigation is accomplished through a series of electronic menu selections.

Return navigation is accomplished by selecting the point of return from the yellow navigation bar located at the bottom of each menu. The PDF document must be closed (by clicking on the "X" in the box in the upper right hand corner of the screen) to return to the main menu from which the document was selected. The selection farthest to the left on the yellow navigation bar is one step back. As shown in the diagram below, the NCATE selection returns the reviewer to the NCATE Main Menu. The Accreditation selection returns the reviewer to the Accreditation main menu.

Standard 2	NCATE	Accreditation

Content of the Electronic Exhibits

All PDF documents are written in and identified by specific NCATE or state terminology. For example, for Standard 2: Assessment System and Unit Evaluation, there are PDF documents providing evidence relative to *assessment system; data collection, analysis, and evaluation;* and *use of data for program improvement.* Each PDF document provides evidence of meeting a specific element of the standard.

The table on the following pages serves as an index of evidence accessed via the electronic exhibits. Printed copies of these documents and additional evidence are located in the Exhibit Room.

Idaho State University College of Education

Index of Electronic Evidence
NCATE and State Standards/Elements

Standard/Element	Evidence
Conceptual Framework	Conceptual Framework Document
Conceptual Framework–Shared Vision	History of Development
	Knowledge Base Bibliography
	Institutional Role and Mission
	Institutional Strategic Plan
	President's Management Goals
	College Vision and Mission
Conceptual Framework–Coherence Initial Preparation of Teachers	Coherence between Standards and Program Components
	Coherence between Standards and Assessments
Conceptual Framework–Coherence Continuing Preparation of Teachers	Coherence between Standards and Program Components
	Coherence between Standards and Assessments
Conceptual Framework–Coherence Preparation of Other School Personnel	Coherence between Standards and Program Components
	Coherence between Standards and Assessments
Conceptual Framework–Dispositions Initial Preparation of Teachers	Summary of how dispositions are addressed in standards, program components, and assessments
	Standards for Beginning Teachers
	Professional Progress Report Policy
Conceptual Framework–Dispositions Continuing Preparation of Teachers	Summary of how dispositions are addressed in standards, program components, and assessments
Conceptual Framework–Dispositions Preparation of Other School Personnel	Summary of how dispositions are addressed in standards, program components, and assessments
Conceptual Framework–Commitment to Diversity Initial Preparation of Teachers	Summary of how diversity is addressed in standards, program components, and assessments
Conceptual Framework–Commitment to Diversity Continuing Preparation of Teachers	Summary of how diversity is addressed in standards, program components, and assessments
Conceptual Framework–Commitment to Diversity Preparation of Other School Personnel	Summary of how diversity is addressed in standards, program components, and assessments

Conceptual Framework-Commitment to Technology -- Initial Preparation of Teachers	State Board of Education Technology Mandate
	Summary of how technology is addressed in standards, program components, and assessments
Conceptual Framework–Commitment to Technology – Continuing Preparation of Teachers	Summary of how technology is addressed in standards, program components, and assessments
Conceptual Framework–Commitment to Technology Preparation of Other School Personnel	Summary of how technology is addressed in standards, program components, and assessments
Conceptual Framework–Alignment with State and Professional Standards Initial Preparation of Teachers	Alignment between Beginning Teacher Standards and INTASC Standards and Idaho Standards
Conceptual Framework–Alignment with State and Professional Standards Continuing Preparation of Teachers	Alignment between Standards for Advanced Professionals and national and state standards
Conceptual Framework–Alignment with State and Professional Standards Preparation of Other School Personnel	Alignment between Standards for Advanced Professionals and national and state standards
Standard 1: Candidate Knowledge, Skills, and Dispositions–Initial Preparation of Teachers	Summary of Data
Standard 1: Candidate Knowledge, Skills, and Dispositions–Continuing Preparation of Teachers	Summary of Data
Standard 1: Candidate Knowledge, Skills, and Dispositions–Preparation of Other School Personnel	Summary of Data
Standard 2: Assessment System	Assessment Philosophy and Principles
	Assessment Bibliography
	Student Course Evaluations
	Alumni and Employer Surveys
	Validity and Reliability Studies
Standard 2: Assessment of Candidate Performance–Initial Preparation of Teachers	Assessment Plan
	Assessment Monograph
Standard 2: Assessment of Candidate Performance–Continuing Preparation of Teachers	Introduction and Status of Implementation of Assessment Plans
	Child and Family Studies–Early Childhood
	Child and Family Studies–Early Childhood Special Education
	Curriculum Leadership
	Instructional Technology
	Literacy
	Special Education

Standard 2: Assessment of Candidate Performance–Preparation of Other School Personnel	Introduction and Status of Implementation of Assessment Plans
	Educational Administration–MEd
	Educational Administration–EdS
	Athletic Administration
	School Counseling
	School Psychology–MEd
	School Psychology-EdS
	EdD in Educational Leadership
Standard 2: Data Collection, Analysis, Evaluation	ISU Outcomes Assessment Policy and Guidelines
	University Graduate Survey Report
	Description of Process for Collecting, Analyzing, and Reporting Assessment Data
	Tracking Databases
	Initial Preparation of Teachers (summary of how we have made data-based changes)
	Continuing Preparation of Teachers (summary of how we have made data-based changes)
	Preparation of Other School Personnel (summary of how we have made data-based changes)
Advising Systems	Description of Undergraduate Advising System
	Description of Graduate Advising System
Standard 3: Field Experiences – Collaborations	Cooperative Agreements with Schools
	Processes for Making Field Placements
	Partnership Schools
	Collaborative Professional Development Activities
Standard 3: Field Experiences–Design, Implementation, and Evaluation	Initial Preparation of Teachers:
	Student Teaching Internship Handbook
	Continuing Preparation of Teachers
	Preparation of Other School Personnel
Standard 3: Field Experiences–Assessment of Candidate Knowledge, Skills, and Dispositions	Initial Preparation of Teachers
	Continuing Preparation of Teachers
	Preparation of Other School Personnel
Standard 4: Diversity	Diversity Plan
	Diversity Committee

Standard 4: Diversity – Design, Implementation, and Evaluation of Curriculum and Experiences	Initial Preparation of Teachers
	Continuing Preparation of Teachers
	Preparation of Other School Personnel
Standard 4: Diversity – Faculty	Diversity Statistics of Faculty
	Efforts to Increase and Maintain Faculty Diversity
	Knowledge and Sensitivity of Faculty
Standard 4: Diversity – Candidates	Diversity Statistics of Candidates
	Affirmative Action Policy
	Efforts to Increase and Maintain Candidate Diversity
Standard 4: Diversity – Experiences Working with Diverse K-12 Students	Southeastern Idaho School Enrollment Statistics
	Working with Diverse Students Requirements
Standard 5: Faculty Qualifications	Faculty Vita
	Qualifications of Professional Education Faculty
	Qualifications of Clinical Faculty
Standard 5: Faculty Qualifications – Modeling Best Practices in Teaching	Evidence of Quality of Teaching
	Use of Multiple Types of Assessments
	Use of Multiple Instructional Strategies
	Integration of Technology
	Integration of Diversity
Standard 5: Faculty Qualifications – Modeling Best Practices in Scholarship	Publications
	Conference Presentations
	Curriculum Development
Standard 5: Faculty Qualifications – Modeling Best Practices in Service	University and College Service
	Service to Professional Associations
	Service to Schools
Standard 5: Collaborations	Faculty Collaborative Activities
	Special Projects and Initiatives
	Intermountain Center for Education Effectiveness
Standard 5: Evaluation of Faculty Performance	Faculty Role Statement Policy
	Annual Evaluation Policy
	Promotion and Tenure Guidelines
	Post-Tenure Review Policy

Standard 5: Faculty Professional Development	Faculty Annual Plan
	Faculty Mentor Policy
	Sabbatical Policy
	Faculty Travel Allocation
	Graduate Assistant Request Process
	Faculty Scholarship Grants
	Assessment Committee
Standard 6: Unit Leadership and Authority	University Organizational Structure
	College of Education Organizational Structure
	College of Education Governance Document
	Description of College of Education Committees
Standard 6: Budget	College of Education Budget Trends and Allocations
Standard 6: Personnel	College of Education Faculty: By Type and Rank
	Graduate Assistants
	Support Personnel
	Personnel Trends
	Workload Policy
	Bi-Campus Outreach Incentive Policy
	Faculty Teaching Workloads
Standard 6: Unit Facilities	Instructional Facilities and Resources
	Sports Sciences Facilities
	Technology Laboratories
	Instructional Materials Center
	Early Childhood Partnership School
	Saturday Free Respite Care Program
Standard 6: Resources	University Library Allocation Policy
	Funding For Exemplary Projects
	Budget Allocations for Technology
	Technology Resources
	Technology Committee

Evidence of Meeting State Standards

Certification Program	Evidence
Program Completer Statistics	Table of Program Completers
Teacher Standards	Core Teacher Standards
	Communication Arts – Speech

Teacher Standards (continued)	Communication Arts – Speech and Theatre
	Early Childhood
	Elementary Education
	Foreign Language – French
	Foreign Language – German
	Foreign Language – Spanish
	Health
	Language Arts – English
	Library Science
	Mathematics
	Physical Education
	Professional-Technical – Business Education
	Professional-Technical – Family and Consumer Sciences
	Science – Biology
	Science – Chemistry
	Science – Earth/Space Science (Geology)
	Science – General Science
	Science – Physics
	Social Studies – Government/Civics
	Social Studies – History
	Social Studies – Social Sciences
	Social Studies – Sociology
	Special Education – Generalist
	Special Education – Deaf and Hard of Hearing
	Visual/Performing Arts – Theatre
	Visual/Performing Arts – Theatre/Speech
	Visual/Performing Arts – Music
	Visual/Performing Arts – Visual Arts (Art)
Pupil Personnel Standards	School Administrators – Principals
	School Administrators – Superintendents
	School Administrators – Special Education Directors
	School Counselors
	School Psychologists
	Speech Pathologists

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